

Texas Education Agency Standard Application System (SAS)

2017–2018 Perkins Reserve Grant				
Program authority:	Title I, Part A, Carl D. Perkins Career and Technical Education Act of 2006, Public Law 109-270, Section 112(a)(1)			FOR TEA USE ONLY <small>Write NOGA ID here:</small>
Grant Period:	November 13, 2017, to August 31, 2018			<div style="writing-mode: vertical-rl; transform: rotate(180deg);"> RECEIVED TEXAS EDUCATION AGENCY 2017 SEP 25 AM 8:25 DOCUMENT CONTROL CENTER GRANTS ADMINISTRATION </div>
Application deadline:	5:00 p.m. Central Time, September 26, 2017			
Submittal information:	One original and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address: Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494			
Contact information:	Diane Salazar: diane.salazar@tea.texas.gov ; (512) 936-6060			
Schedule #1—General Information				
Part 1: Applicant Information				
Organization name	County-District #			Amendment #
White Settlement ISD	220920			
Vendor ID #	ESC Region #			
	11			
Mailing address	City	State	ZIP Code	
401 S. Cherry Lane	White Settlement	TX	76108-	
Primary Contact				
First name	M.I.	Last name	Title	
Jeff	S	Seeton	CTE Director	
Telephone #	Email address		FAX #	
817-367-1200 x 4105	jseeton@wsisd.net		817-367-1241	
Secondary Contact				
First name	M.I.	Last name	Title	
Chris		Jenkins	Asst. Superintendent	
Telephone #	Email address		FAX #	
817-367-1300	cjenkins@wsisd.net		817-367-1241	
Part 2: Certification and Incorporation				

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

Authorized Official:

First name	M.I.	Last name	Title
Jeff	S	Seeton	CTE Director
Telephone #	Email address		FAX #
817-367-1200 x 4105	jseeton@wsisd.net		817-367-1241
Signature (blue ink preferred)		Date signed	

9/20/17

Only the legally responsible party may sign this application.

701-17-103-012

Schedule #1—General Information

County-district number or vendor ID: 220920

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	
4	Request for Amendment	N/A	
5	Program Executive Summary	<input checked="" type="checkbox"/>	
6	Program Budget Summary	<input checked="" type="checkbox"/>	
7	Payroll Costs (6100)	See Important Note For Competitive Grants*	
8	Professional and Contracted Services (6200)		
9	Supplies and Materials (6300)		
10	Other Operating Costs (6400)		
11	Capital Outlay (6600)		
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	
13	Needs Assessment	<input checked="" type="checkbox"/>	
14	Management Plan	<input checked="" type="checkbox"/>	
15	Project Evaluation	<input checked="" type="checkbox"/>	
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, **the application will be disqualified.**

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 220920

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
X	I certify my acceptance of and compliance with the General and Fiscal Guidelines.
X	I certify my acceptance of and compliance with the program guidelines for this grant.
X	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
X	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 220920

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurances that they will continue to meet all Statutory Requirements as outlined in their 2017–2018 Perkins Formula Grant incorporated by reference.
4.	The applicant assures that its ability is to meet the 20% match requirement.
5.	Applicants applying for Focus Area 1, 2, or 3 provide assurance that the curriculum they develop will be appropriately aligned to marketable skills in the identified high-demand occupations. It may include industry recognized credentialing as part of the degree plan.
6.	Applicants applying for Focus Area 1, 2, or 3 provide assurance that the development and implementation of industry experiences, including mentorship programs, internships, externships, and/or apprenticeship, will expose students to applied learning and real-world work activities in the identified high-demand occupation(s).
7.	Applicants applying for Focus Area 1, 2, or 3 provide assurance that, within 90 days of the grant start, awarded applicants will submit a Memorandum of Understanding (MOU) detailing the relationship between the dual credit partner, the LEA, and business and industry partner(s).

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 220920

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Indicate the Focus Area for which you are applying. **Only one Focus Area may be selected per application, limit of two applications per LEA** (see Program Guidelines pages 8 and 11 for more information on eligibility requirements for each of the Focus Areas).

☐ Focus Area 1: Pathway Hubs, Rural Schools

☐ Focus Area 2: Pathway Hubs, Career Center Partnerships

☒ Focus Area 3: CTE Career Cluster

☐ Focus Area 4: Testing Site/Licensed Instructor

White Settlement ISD is applying for the 2017-2018 Perkins Reserve Grant in Focus Area 3 based on two of the three eligibility criteria:

1. CTE programs with high percentages of CTE students. 36.321% of students, grades 9-12, are coherent CTE course sequence takers.
2. CTE programs with high numbers of CTE students. 697 students in grades 9-12 are coherent CTE course sequence takers.

Career Cluster 1-Transportation, Distribution, and Logistics (Unmanned Aircraft Systems)

Unmanned Aircraft Systems (heretofore UAS) is a program new to the state of Texas this year. White Settlement ISD has partnered with the Unmanned Safety Institute in Florida for the curriculum. This program runs through Transportation, Distribution and Logistics (Introduction to Aircraft Technology and Aircraft Airframe Technology) and is a complementary addition to our existing Aerospace Engineering program. We have entered into discussions with the Texas A&M University system (Corpus Christi) and Unmanned Safety Institute for future dual credit articulation for this program. Additionally, this field is ranked 11th for the top 25 occupations making above Texas median wage of \$34,550 in the North Texas Region.

Students have the opportunity to engage with hands on training in the form of unmanned aircraft operation on the campus, giving students access to the latest technology. Additionally, students exiting this program will be qualified to legally fly unmanned aircrafts with a FAA unmanned aircraft certification. Moreover, an unmanned aircraft skills curriculum and certification is in BETA testing at the Unmanned Safety Institute for future endeavors. The program will provide real world and cutting edge educational opportunities through previously uncharted territory in the public education landscape by enhancing WSISD's existing transportation distribution and logistics program. Work-based learning opportunities can come in the form of internships opportunities at Lockheed Martin (Colorado).

This program will "provide a link to post-secondary CTE" by beginning students on a path that leads to certification and enrollment in a two year school (Unmanned Safety Institute) or four year university (Texas A&M Corpus Christi). Additionally, this program will "expand the use of technology" through hands on, real world applicable unmanned aircraft system operation. Finally, the program will "expand a quality CTE program" through innovative, rigorous coursework and cutting edge technology integration.

Career Cluster 2- Engineering (Aerospace Engineering)

Our Aerospace Engineering program is a rigorous program of study in its 3rd year of implementation. We use the Project Lead the Way curriculum, partially developed by Lockheed Martin. It is expected, that in the next 8-10 years, Lockheed Martin will hire 6000-8000 engineers for their Fort Worth facility, which sits one mile from our high school campus (personal communication, Norm Robbins, Feb 4, 2017). This field is ranked 11th for the top 25 occupations making above Texas median wage of \$34,550 in the North Texas Region.

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Students will have the opportunity to engage with industry professionals on WSISD's industry advisory committee and work with the most innovative, up-to-date equipment. Additionally, internships are available at Lockheed Martin. However, separate internship articulation agreements are underway, due to the proximity of our campus to Lockheed Martin. Our Aerospace Engineering program will give students industry access immediately. Further, Lockheed Martin has committed to supplement student's post-secondary education through a number of university engineering schools and their assembly facility in San Antonio. This opportunity also comes with job placement upon graduation. Students will have increased opportunities to acquire knowledge, skills, and abilities in an engineering program that will provide a pathway to identified occupations that are both high demand and high wage (STEM).

Career Cluster 3- Agricultural Science

WSISD is in its 3rd year of offering agricultural science. We have a growing program from animals, to metal technologies, to heavy machine repair and operation (Ag Power). Due to our proximity to a leader in the Ag Power industry, we are able to offer internships to our students from Holt/Cat. Further, we are one of very few districts that offer an Ag Power pathway, due to the substantial cost of the program. Students are taken a Juniors and Seniors to Holt/Cat for opportunities to work their way into a full time career. Dual Credit articulation through ag science are available through partnership with the University of Texas Permian Basin and Tarrant County College. This field is ranked 6th for the top 25 occupations making above Texas median wage of \$34,550 in the North Texas Region and 13th in the state of Texas.

This funding will enhance the Ag Science career cluster and provide access to the latest technology, labor market and career information, and innovative practices for WSISD students. Currently, we have placed two interns with Holt/Cat and look forward to placing more in the future. However, grant funds are needed to supplement the Ag Science program in order to properly train students for industry standards.

WSISD completed the erection of a 13,500 sq. ft. animal barn for student to house animal projects. Naturally, grant funds are needed to properly outfit the barn with industry standard equipment to house and care for animal projects. Further, in order to expand opportunities that are both high demand and high wage, students will need access to industry standard equipment for Ag Mechanics in order to obtain NCCER industry certification to become certified welders.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 220920				Amendment # (for amendments only):		
Program authority: Title I, Carl D. Perkins Career and Technical Education Act of 2006, P. L. 109-270, Sec. 112 (a)(1)						
Grant period: November 13, 2017, to August 31, 2018				Fund code: 244		
Budget Summary						
Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost	Match
Schedule #7	Payroll Costs (6100)	6100	\$	\$	\$	\$
Schedule #8	Professional and Contracted Services (6200)	6200	\$5000	\$	\$5000	\$1500
Schedule #9	Supplies and Materials (6300)	6300	\$30000	\$	\$30000	\$6500
Schedule #10	Other Operating Costs (6400)	6400	\$10000	\$	\$10000	\$3000
Schedule #11	Capital Outlay (6600)	6600	\$30000	\$	\$30000	\$6500
Grand total of budgeted costs (add all entries in each column):			\$75000	\$0	\$75000	\$17500
Administrative Cost Calculation						
Enter the total grant amount requested:					\$75000	
Percentage limit on administrative costs established for the program (5%):					× .05	
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:					\$3750	

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Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 220920			Amendment # (for amendments only):			
Employee Position Title			Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted	Match
Academic/Instructional						
1						
2	Educational aide				\$	\$
3	Tutor				\$	\$
Program Management and Administration						
4	Project director				\$	\$
5	Project coordinator				\$	\$
6	Teacher facilitator				\$	\$
7	Teacher supervisor				\$	\$
8	Secretary/administrative assistant				\$	\$
9	Data entry clerk				\$	\$
10	Grant accountant/bookkeeper				\$	\$
11	Evaluator/evaluation specialist				\$	\$
Auxiliary						
12	Counselor				\$	\$
13	Social worker				\$	\$
14	Community liaison/parent coordinator				\$	\$
Education Service Center (to be completed by ESC only when ESC is the applicant)						
15						
16						
17						
18						
19						
20						
Other Employee Positions						
21	Title				\$	\$
22	Title				\$	\$
23	Title				\$	\$
24	Subtotal employee costs:				\$	\$
Substitute, Extra-Duty Pay, Benefits Costs						
25	6112	Substitute pay			\$	\$
26	6119	Professional staff extra-duty pay			\$	\$
27	6121	Support staff extra-duty pay			\$	\$
28	6140	Employee benefits			\$	\$
29	61XX	Tuition remission (IHEs only)			\$	\$
30	Subtotal substitute, extra-duty, benefits costs				\$	\$
31	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):				\$	\$

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #8—Professional and Contracted Services (6200)			
County-district number or vendor ID: 220920		Amendment # (for amendments only):	
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.			
Professional and Contracted Services Requiring Specific Approval			
Expense Item Description		Grant Amount Budgeted	Match
6269	Rental or lease of buildings, space in buildings, or land	\$0	\$0
	Specify purpose:		
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$0	\$0
Professional and Contracted Services			
#	Description of Service and Purpose	Grant Amount Budgeted	Match
1		\$	\$
2		\$	\$
3		\$	\$
4		\$	\$
5		\$	\$
6		\$	\$
7		\$	\$
8		\$	\$
9		\$	\$
10		\$	\$
11		\$	\$
12		\$	\$
13		\$	\$
14		\$	\$
b. Subtotal of professional and contracted services:		\$	\$
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$5000	\$1500
(Sum of lines a, b, and c) Grand total		\$5000	\$1500

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 220920		Amendment number (for amendments only):	
Supplies and Materials Requiring Specific Approval			
		Grant Amount Budgeted	Match
6300	Total supplies and materials that do not require specific approval:	\$30000	\$6500
Grand total:		\$30000	\$6500

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #10—Other Operating Costs (6400)

County-District Number or Vendor ID: 220920		Amendment number (for amendments only):	
Expense Item Description		Grant Amount Budgeted	Match
6413	Stipends for non-employees other than those included in 6419	\$0	\$0
6419	Non-employee costs for conferences. Requires pre-authorization in writing.	\$0	\$0
Subtotal other operating costs requiring specific approval:		\$0	\$0
Remaining 6400—Other operating costs that do not require specific approval:		\$10000	\$3000
Grand total:		\$10000	\$3000

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #11—Capital Outlay (6600)

County-District Number or Vendor ID: 220920

Amendment number (for amendments only):

#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted	Match
6669—Library Books and Media (capitalized and controlled by library)					
1		N/A	N/A	\$	\$
66XX—Computing Devices, capitalized					
2			\$	\$	\$
3			\$	\$	\$
4			\$	\$	\$
5			\$	\$	\$
6			\$	\$	\$
7			\$	\$	\$
8			\$	\$	\$
9			\$	\$	\$
10			\$	\$	\$
11			\$	\$	\$
66XX—Software, capitalized					
12			\$	\$	\$
13			\$	\$	\$
14			\$	\$	\$
15			\$	\$	\$
16			\$	\$	\$
17			\$	\$	\$
18			\$	\$	\$
66XX—Equipment, furniture, or vehicles					
19	Fencing and netting for UAS courses	2	\$15000	\$30000	\$6500
20					
21					
22			\$	\$	\$
23			\$	\$	\$
24			\$	\$	\$
25			\$	\$	\$
26			\$	\$	\$
27			\$	\$	\$
28			\$	\$	\$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)					
29					
Grand total:				\$30000	\$6500

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 220920

Amendment # (for amendments only):

Part 1: Student/Teacher Demographics of Population To Be Served With Grant Funds. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comment section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program. Response is limited to space provided. Use Arial font, no smaller than 10 point.

Student Category	Student Number	Student Percentage	Comment
Economically disadvantaged	844	45.2%	
Limited English proficient (LEP)	58	3.1%	
Attendance rate	NA	91.9%	
Annual dropout rate (Gr 9-12)	NA	1.4%	
Teacher Category	Teacher Number	Teacher Percentage	Comment
1-5 Years Exp.	29.8	26.8%	
6-10 Years Exp.	20.4	18.3%	
11-20 Years Exp.	35.5	31.9%	
20+ Years Exp.	17.6	15.8%	
No degree	1.4	1.2%	
Bachelor's Degree	84.3	75.8%	
Master's Degree	25.6	23.0%	
Doctorate	0	0.0%	

Part 2: Students/Teachers To Be Served With Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type:	<input checked="" type="checkbox"/> Public	<input type="checkbox"/> Open-Enrollment Charter	<input type="checkbox"/> Private Nonprofit	<input type="checkbox"/> Private For Profit	<input type="checkbox"/> Public Institution
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Students														
PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
										572	461	436	400	1869

Teachers														
PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
													23	23

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By TEA staff person:

Schedule #13—Needs Assessment

County-district number or vendor ID: 220920

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired outcome or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(es) to be served and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The needs assessment process for the CTE program in WSISD is a data-driven process. Our CTE program needs are prioritized based on PBMAS data, economic demand data, industry advisement, and district improvement plan guidance. One of the areas of need, according to our latest PBMAS report, is non-traditional enrollment in CTE courses. From there, we evaluate the economic demand data and determine which fields are economically viable for students to enter to be successful after academia. Specifically, we target non-traditional enrollees (ie females in STEM fields) Further, we align these needs with industry advisement, then ensure that the assessment fits withour district improvement plan.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 220920

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top three to five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Nontraditional enrollees	Innovative equipment and capital outlay would attract more students to programs increasing chances for non-traditional enrollment
2.	Special Education EOC proficiency	Having innovative, hands-on, engaging programs will supplement core academic areas.
3.	ELL EOC proficiency	Innovative programs will help supplement technical skills attainment and student proficiencies in math (UAS and Engineering) and science (UAS and Engineering)
4.		
5.		

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Schedule #14—Management Plan

County-district number or vendor ID: 220920

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	CTE Director	White Settlement ISD CTE Director
2.	Ag Sciece program coordinator	Ag Science instruction experience
3.	Engineering and UAS program coordinator	Engineering and UAS program instruction experience
4.		
5.		

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Capital Outlay and Supply procurement	1. Research capital outlay and needs and facility	11/15/2017	12/31/2017
		2. Consult with industry advisors	01/01/2018	02/01/2018
		3. Research possible vendors for procurement	02/01/2018	02/15/2018
		4. Select vendors for procurement	02/15/2018	03/01/2018
		5. Purchase and install capital equipment	03/01/2018	04/15/2018
2.	Program implementation	1. Obtain curriculum	09/01/2017	10/01/2017
		2. Purchase initial supplies (consumables)	10/01/2017	11/01/2017
		3. Begin planning capital outlay	11/01/2017	11/15/2017
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX
3.	Certification and Intern Placement	1. Study and sit for cerification exams	04/15/2018	05/15/2018
		2. Research summer and 2018-2019 intern placement	05/15/2018	05/31/2018
		3. Help facilitate intern placement	05/31/2018	06/15/2018
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX
4.		1.	XX/XX/XXXX	XX/XX/XXXX
		2.	XX/XX/XXXX	XX/XX/XXXX
		3.	XX/XX/XXXX	XX/XX/XXXX
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX
5.		1.	XX/XX/XXXX	XX/XX/XXXX
		2.	XX/XX/XXXX	XX/XX/XXXX
		3.	XX/XX/XXXX	XX/XX/XXXX
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities

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occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 220920

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The process for monitoring is a two tier process. First, we consult industry advisors and invite them into our programs to evaluate the viability of our CTE programs of study for industry alignment. After that we disaggregate our district performance data to determine which programs will benefit our students. Finally, any adjustments or changes are communicated through semiannual informational meetings, through the use of social media, and educator to parent contact.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Currently, only one of the programs for which we are seeking funds is new (Unmanned Aircraft Systems). However, it aligns seamlessly with our existing Aerospace Engineering program. Our engineering program is in its third year. We will maximize the use of grant funds by supplementing our existing Aerospace Engineering program with industry standard technology. We will begin our Unmanned Aircraft Systems program with the industry standard essentials and capital outlay to get started. All project participants will remain committed because the project participants, up to this point, have had voice and choice in where the program goes. That will not change.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 220920

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Non Traditional Enrollment in CTE programs	1.	10% increase in non-traditional CTE enrollment
		2.	Nontraditional enrollees receiving industry standard certifications
		3.	Nontraditional enrollees receiving dual credit opportunities
2.	Increased enrollment in Ag Science program.	1.	5% increase in enrollment in Ag Science
		2.	Ag Science enrollees receiving industry standard certifications
		3.	Ag Science enrollees receiving dual credit opportunities
3.	Increased enrollment in Aerospace Engineering (AE)	1.	5% increase in enrollment in AE
		2.	AE enrollees receiving industry standard certifications
		3.	AE enrollees receiving dual credit opportunities
4.	Enrollment in Unmanned Aircraft Systems (UAS)	1.	100% increase in enrollment in UAS (currently have 1 cohort)
		2.	UAS enrollees receiving industry standard certifications
		3.	UAS enrollees receiving dual credit opportunities
5.		1.	
		2.	
		3.	

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

WSISD will collect enrollment, certification and dual credit participation data. This data will be compared with PBMAS indicator data and disaggregated by special population throughout each program served. From there, we will determine needs and formulate plans to address problems in achievement data in congruence with our district and campus improvement plan. Finally, program improvement plan will be put in place to address shortcomings and supplement strengths.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 220920

Amendment # (for amendments only):

TEA Program Requirement 1: Explain how the project identified the high-demand occupations and their related programs of study in partnership with the local workforce development board. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Applicants applying for Focus Areas 1, 2, or 3 must address this question.

This project will fill an emerging need in the area of operation of unmanned aircrafts. Currently, Amazon is BETA testing package delivery in the Dallas/Fort Worth area. Additionally, private companies are using unmanned aircraft systems to evaluate damage to heavy machinery (personal communication, Duane Frye-McKinney Drilling, August 2016). Finally, the US Coast guard is using unmanned aircrafts to perform search and rescue operations.

This project will fill an emerging need in Texas in the area of agricultural science. Currently, the occupations associated with this career cluster rank 6th among demand occupations in Texas. The Ag Science career cluster offers a higher number of choices to students than other career cluster. The opportunities for students are endless. Currently, we have partnered with Holt/Cat to offer internship opportunities to student. Additionally, we have dual credit available through UT Permian Basin. Finally, we have several industry representative on out industry advisory board to help develop and grow Ag Science for our students.

This project will fill an emerging need in Texas in the area of Engineering. Currently, the occupations associated with this career cluster rank 11th among demand occupations in the North Texas area. It is expected, that in the next 8-10 years, Lockheed Martin will hire 6000-8000 engineers for their Fort Worth facility, which sits one mile from our high school campus (personal communication, Norm Robbins, Feb 4, 2017). Further, industry advisors, including but not limited to, Lockheed Martin have committed to offering competitive internship opportunities to our students. Dual credit articulation agreement are being developed at this time in conjunction with institutions of higher education and our industry advisory board.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 220920

Amendment # (for amendments only):

TEA Program Requirement 2: Describe how you will design at least one program of study that spans secondary and postsecondary education and includes an appropriate sequence of courses that are aligned with high-demand occupations identified by local regional workforce board. The program of study should build in rigor as students progress through high school. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Applicants applying for Focus Areas 1, 2, or 3 must address this question.

Aerospace Engineering

Our middle school students are able to engage with a STEM lab that delivers the various fields in engineering for the students to evaluate. Upon entering high school they will begin a coherent CTE course sequence that includes: Introduction to Engineering Design, then Digital Electronics, then Aerospace Engineering, and finally Engineering Design and Development. Student will have access to Project Lead the Way curriculum through all four years. Additionally, in their junior year, they will have the opportunity to apply for internships with many of our industry advisors, including but not limited to, Lockheed Martin. Further, as our cohort grows, we will have dual credit articulations with two four-year universities and one technical college. Currently, we are proposing AP weighted credit to our school board for the final two engineering courses, as the rigor of these course increases tremendously.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 220920

Amendment # (for amendments only):

TEA Program Requirement 3: Provide a sample crosswalk that identifies postsecondary coursework that would be required of a student in the program of study in order to complete a certificate or receive an associate's degree from the partnering general academic teaching institution(s) within two to three years of graduating from high school. The crosswalk may also demonstrate how the project can lead to a bachelor's degree. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Applicants applying for Focus Areas 1, 2, or 3 must address this question.

Upon entering high school they will begin a coherent CTE course sequence that includes: Introduction to Engineering Design, then Digital Electronics, then Aerospace Engineering, and finally Engineering Design and Development. Students will have access to Project Lead the Way curriculum through all four years. Additionally, in their junior year, they will have the opportunity to apply for internships with many of our industry advisors, including but not limited to, Lockheed Martin. Further, as our cohort grows, we will have dual credit articulations with two four-year universities and one technical college. In the technical college, students will obtain an associates degree within 3 years of graduating from high school. At university, it will take four years to obtain a bachelor's degree. However, our industry advisors have support in place to help students transition from high school throughout college.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 220920

Amendment # (for amendments only):

TEA Program Requirement 4: Identify the partner organizations that will help carry out the grant. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point. **Applicants applying for Focus Areas 1, 2, or 3 must address this question.**

CMG Construction
Lockheed Martin
Unmanned Safety Institute

TEA Program Requirement 5: Identify at least one industry partner that will assist with curriculum development to support relevant and frequent industry experiences for students participating in the program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point. **Applicants applying for Focus Areas 1, 2, or 3 must address this question.**

Lockheed Martin and Unmanned Safety institute have written curriculum for our Aerospace Engineering and Unmanned Aircraft Systems program. Additionally, both offer internship opportunities during and after high school.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 220920

Amendment # (for amendments only):

TEA Program Requirement 6: Propose a sustainability plan to ensure that the school(s) will continue to meet the goals of the grant program after the end of the grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Applicants applying for Focus Areas 1, 2, or 3 must address this question.

In order to sustain the program, the value to students (light at the end of the tunnel) must be continuously communicated to students and parents. Additionally, WSISD must be committed to hire certified and qualified staff to facilitate these programs. Finally, administration must be committed to opening its doors to stakeholders and industry advisors for input.

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County-district number or vendor ID: 220920

Amendment # (for amendments only):

TEA Program Requirement 7: List capstone industry certifications and programs of study that were identified in partnership with postsecondary, industry, or other LEAs. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Applicants applying for Focus Area 4 must address this question.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 220920

Amendment # (for amendments only):

TEA Program Requirement 8: Explain how the awarding of a Perkins Reserve Grant will complement the existing CTE program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**Applicants applying for Focus Area 4 must address this question.****For TEA Use Only**

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 220920		Amendment number (for amendments only):		
No Barriers				
#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	x	x	x
Barrier: Gender-Specific Bias				
#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	x	x	x
A02	Provide staff development on eliminating gender bias	x	x	x
A03	Ensure strategies and materials used with students do not promote gender bias	x	x	x
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	x	x	x
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender		x	x
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program		X	
A99	Other (specify)			
Barrier: Cultural, Linguistic, or Economic Diversity				
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language		x	
B02	Provide interpreter/translator at program activities		x	
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.		x	
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds		x	
B05	Develop/maintain community involvement/participation in program activities		x	x
B06	Provide staff development on effective teaching strategies for diverse populations			x
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity		x	x
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider		x	x
B09	Provide parenting training		x	x
B10	Provide a parent/family center		x	x
B11	Involve parents from a variety of backgrounds in decision making		x	x

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 220920 Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer “flexible” opportunities for parent involvement including home learning activities and other activities that don’t require parents to come to the school		x	x
B13	Provide child care for parents participating in school activities			x
B14	Acknowledge and include family members’ diverse skills, talents, and knowledge in school activities		x	
B15	Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program			x
B16	Offer computer literacy courses for parents and other program beneficiaries		x	x
B17	Conduct an outreach program for traditionally “hard to reach” parents		x	x
B18	Coordinate with community centers/programs		x	x
B19	Seek collaboration/assistance from business, industry, or institutions of higher education		x	x
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color		x	
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color		x	
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program			x
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints			x
B99	Other (specify)			

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention		x	x
C02	Provide counseling		x	x
C03	Conduct home visits by staff		x	x
C04	Provide flexibility in scheduling activities		x	x
C05	Recruit volunteers to assist in promoting gang-free communities			x
C06	Provide mentor program			x
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities			x

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 220920

Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities		x	x
C09	Conduct parent/teacher conferences		x	
C10	Strengthen school/parent compacts		x	x
C11	Establish collaborations with law enforcement agencies		x	x
C12	Provide conflict resolution/peer mediation strategies/programs	x	x	
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	x	x	
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues		x	x
C99	Other (specify)			

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention		x	x
D02	Provide counseling		x	x
D03	Conduct home visits by staff		x	x
D04	Recruit volunteers to assist in promoting drug-free schools and communities		x	x
D05	Provide mentor program		x	x
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities		x	x
D07	Provide community service programs/activities		x	x
D08	Provide comprehensive health education programs			x
D09	Conduct parent/teacher conferences		x	
D10	Establish school/parent compacts			x
D11	Develop/maintain community collaborations			x
D12	Provide conflict resolution/peer mediation strategies/programs	x	x	
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	x	x	
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues		x	x
D99	Other (specify)			

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention		x	x
E02	Provide program materials/information in Braille			x

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 220920		Amendment number (for amendments only):		
Barrier: Visual Impairments				
#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type			x
E04	Provide program materials/information in digital/audio formats			x
E05	Provide staff development on effective teaching strategies for visual impairment			x
E06	Provide training for parents		x	x
E07	Format materials/information published on the internet for ADA accessibility			x
E99	Other (specify)			
Barrier: Hearing Impairments				
#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention			x
F02	Provide interpreters at program activities			x
F03	Provide captioned video material			x
F04	Provide program materials and information in visual format		x	x
F05	Use communication technology, such as TDD/relay			x
F06	Provide staff development on effective teaching strategies for hearing impairment			x
F07	Provide training for parents		x	x
F99	Other (specify)			
Barrier: Learning Disabilities				
#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention		x	
G02	Expand tutorial/mentor programs		x	x
G03	Provide staff development in identification practices and effective teaching strategies		x	x
G04	Provide training for parents in early identification and intervention		x	x
G99	Other (specify)			
Barrier: Other Physical Disabilities or Constraints				
#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints		x	x
H02	Provide staff development on effective teaching strategies			x
H03	Provide training for parents		x	x
H99	Other (specify)			

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 220920

Amendment number (for amendments only):

Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints		x	x
J02	Ensure all physical structures are accessible		x	x
J99	Other (specify)			

Barrier: Absenteeism/Truancy

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention			x
K02	Develop and implement a truancy intervention plan			x
K03	Conduct home visits by staff			x
K04	Recruit volunteers to assist in promoting school attendance			x
K05	Provide mentor program		x	x
K06	Provide before/after school recreational or educational activities		x	x
K07	Conduct parent/teacher conferences		x	
K08	Strengthen school/parent compacts		x	X
K09	Develop/maintain community collaborations		x	X
K10	Coordinate with health and social services agencies			X
K11	Coordinate with the juvenile justice system			X
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	x	x	X
K99	Other (specify)			

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies			x
L02	Establish collaborations with parents of highly mobile families			x
L03	Establish/maintain timely record transfer system			x
L99	Other (specify)			

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents		x	x
M02	Conduct home visits by staff		x	x

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 220920

Amendment number (for amendments only):

Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities		x	x
M04	Conduct parent/teacher conferences		x	
M05	Establish school/parent compacts		x	x
M06	Provide parenting training		x	x
M07	Provide a parent/family center			x
M08	Provide program materials/information in home language		x	x
M09	Involve parents from a variety of backgrounds in school decision making		x	x
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school			x
M11	Provide child care for parents participating in school activities			x
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities		x	x
M13	Provide adult education, including HSE and/or ESL classes, or family literacy program			x
M14	Conduct an outreach program for traditionally "hard to reach" parents			x
M15	Facilitate school health advisory councils four times a year			x
M99	Other (specify)			

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel			x
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups			x
N03	Provide mentor program for new personnel			x
N04	Provide intern program for new personnel			x
N05	Provide an induction program for new personnel			x
N06	Provide professional development in a variety of formats for personnel			x
N07	Collaborate with colleges/universities with teacher preparation programs		x	x
N99	Other (specify)			

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits		x	x
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits			x

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 220920

Amendment number (for amendments only):

Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits			x
P99	Other (specify)			

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities			x
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school			x
Q03	Conduct program activities in community centers and other neighborhood locations			x
Q99	Other (specify)			

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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